

# ELA Content Standard A - Process of Reading

# PAAP Rubric Level 1

*Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.*

Performance Level 1	Performance Level 2	Performance Level 3 <i>Students <u>must read</u> key words and pictures for Performance Indicators 2-6</i>	Performance Level 4 <i>Students <u>must read</u> text for Performance Indicators 2-6</i>	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains evidence that:</p> <p>A1. Student <b>uses</b> signs, symbols, and/or pictures to communicate.</p> <p>A2. Student can <b>match</b> items to pictures or symbolic representations of them.</p> <p>A3. Student can, using patterns, <b>choose what symbol, sign, or picture will come next.</b></p> <p>A4. When <b>using pictures, signs, and/or symbols</b>, student <b>corrects his/her communication errors.</b></p> <p>A5. Student can <b>figure out at least two unknown symbols</b>, using a variety of strategies.</p> <p>A6. Student can <b>follow directions given through signs and symbols.</b></p> <p>A7. Student <b>attends</b> to presenter(s).</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student <b>seeks</b> signs, symbols, and/or pictures to communicate.</p> <p>A2. Student <b>can use/share information</b> gained by looking at <b>symbols/pictures.</b></p> <p>A3. Student <b>uses pictures</b> in a book or other print material <b>to make reasonable predictions</b> about what will happen in a story.</p> <p>A4. When <b>"reading" pictures</b>, student <b>self-corrects</b> initial descriptions, thoughts, etc.</p> <p>A5. Student consistently <b>uses one strategy</b> (i.e., <b>self-correcting, context clues, picture clues</b>) <b>to identify unknown words.</b></p> <p>A6. Student <b>uses clues within pictures</b> strategies as aids in developing comprehension.</p> <p>A7. Student can <b>correctly answer</b> at least two questions related to presentations.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student <b>seeks out</b> books and/or other print materials <b>for pleasure.</b></p> <p>A2. Student can <b>use/share information</b> gained by <b>a combination of reviewing pictures and reading key words</b> in context.</p> <p>A3. Student <b>uses pictures and reads key words</b> in books or other print materials <b>to make reasonable predictions</b> about what will happen in a story.</p> <p>A4. When <b>reading key words</b>, student <b>rereads</b> to ensure match between word sounds and graphic symbols.</p> <p>A5. Student consistently <b>applies two strategies</b> (i.e., rereading, context clues, knowledge of word structure, letter/sound relationships, etc.) <b>to identify unknown words.</b></p> <p>A6. Student <b>uses pictures and reads key words</b> as aids in developing comprehension.</p> <p>A7. Student <b>can ask one appropriate question and give other responses</b> that are specifically related to the content of presentations by the teacher or classmates.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student <b>seeks out</b> books and other print materials <b>to read for pleasure.</b></p> <p>A2. Student can <b>use/share information</b> gained by <b>reading</b> materials.</p> <p>A3. Student <b>uses pictures and reads text</b> in books or other print material <b>to make reasonable and related predictions</b> about what will happen in a story, and confirms the accuracy of those predictions.</p> <p>A4. When <b>reading print material</b>, student regularly <b>rereads to make sense</b> of material.</p> <p>A5. Student <b>figures out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships.</b></p> <p>A6. Student recognizes <b>and uses clues within the text</b> (sentence structure, word meanings), rereading and other strategies as aids in developing fluency and comprehension <b>when reading.</b></p> <p>A7. Student <b>can ask two or more appropriate questions and give other responses</b> that are specifically related to the content of presentations by the teacher or classmates.</p>	<p><b>Students will be able to:</b></p> <p><b>A1. Seek out and enjoys experiences with books and other print materials.</b></p> <p><b>A2. Demonstrate an understanding that reading is a way to gain information about the world.</b></p> <p><b>A3. Make and confirm predictions about what will be found in a text.</b></p> <p><b>A4. Recognize and use rereading as an aid to developing fluency and to understanding appropriate material.</b></p> <p><b>A5. Figure out unknown words using a variety of strategies including rereading, context clues, and knowledge of word structures and letter-sound relationships.</b></p> <p><b>A6. Recognize and use clues within the text (sentence structure, word meanings), rereading, and other strategies as aids in developing fluency and comprehension.</b></p> <p><b>A7. Ask questions and give other responses after listening to presentations by the teacher or classmates.</b></p>

# ELA Content Standard A - Process of Reading

# PAAP Rubric Level 2

*Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.*

Performance Level 1 <i>Reading Format Level 2 or above*</i>	Performance Level 2 <i>Reading Format Level 2 or above*</i>	Performance Level 3 <i>Reading Format Level 3 or above*</i>	Performance Level 4 <i>Reading Format Level 4*</i>	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains evidence that:</p> <p>A1. Student is aware of the <b>purpose of two resources</b> (ex., dictionary, glossary).</p> <p>A2. Student <b>understands why and how reading speed should be adjusted</b> to suit the purpose and difficulty of fiction and non-fiction.</p> <p>A3. After hearing/viewing a <b>selection</b>, student can <b>identify</b> whether it is primarily <b>intended to entertain or inform</b>.</p> <p>A4. When <b>given a choice of three</b> activities, including reading, student <b>chooses to read materials at Format Level 2 or above*</b>, for enjoyment.</p> <p>A5. Student can <b>read a narrative or informational text</b>, presented through a <b>Format Level 2 or above*</b>.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student <b>understands two or more basic skills necessary</b> to use a dictionary, glossary, or other reference source (ex., alphabetizing, guide words).</p> <p>A2. Student <b>adjusts reading speed to suit purpose of material at Format Level 2 or above*</b>.</p> <p>A3. After hearing/viewing <b>two selections</b>, student can <b>identify</b> which is intended to <b>entertain</b> and which is intended to <b>inform</b>.</p> <p>A4. When <b>given a choice of four</b> activities, including reading, student <b>chooses to read materials at Format Level 2 or above*</b>, for enjoyment</p> <p>A5. Student can <b>read two narrative or informational texts</b>, presented through a <b>Format Level 2 or above*</b>, fluently.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student <b>can determine the meaning of unknown words by using</b> a modified or simplified version of a dictionary or other <b>reference source</b> (ex., picture dictionary, primary grade level dictionary).</p> <p>A2. Student <b>adjusts reading speed to suit purpose and difficulty of material in Format Level 2 and 3*</b>.</p> <p>A3. After hearing/viewing <b>three selections</b>, student can <b>recognize</b> which is intended to <b>entertain</b>; which to <b>inform</b>; and which to <b>persuade</b>.</p> <p>A4. When <b>given a choice of five</b> activities, including reading, student <b>chooses to read materials at Format Level 3 or above*</b>, for enjoyment.</p> <p><b>A5. Student can read three genres of narrative and informational text</b>, presented through a <b>Format Level 3 or above*</b>, fluently.</p>	<p>Portfolio contains evidence that:</p> <p>A1. Student <b>can determine the meaning of unknown words by using</b> a dictionary, glossary, or other <b>reference source designed for 3<sup>rd</sup>/4<sup>th</sup> grade students</b>.</p> <p>A2. Student <b>adjusts reading speed to suit purpose and difficulty of material in Format Levels 3 and 4*</b>.</p> <p>A3. Given <b>multiple types of selections</b>, student can <b>recognize</b> text that is primarily intended to <b>persuade</b>.</p> <p>A4. When <b>given a choice of five activities</b>, including reading, student <b>chooses to read materials at Format Level 4*</b>, for enjoyment.</p> <p>A5. Student can <b>read four types of narrative and informational text</b>, presented through a <b>Format Level 4*</b>, fluently.</p>	<p><b>Students will be able to:</b></p> <p><b>A1. Determine the meaning of unknown words by using a dictionary, glossary, or other reference sources.</b></p> <p><b>A2. Adjust reading speed to suit purpose and difficulty of material.</b></p> <p><b>A3. Recognize when a text is primarily intended to persuade.</b></p> <p><b>A4. Select texts for enjoyment.</b></p> <p><b>A5. Read a variety of narrative and informational texts independently and fluently.</b></p>

*\*See definitions of Format Levels in the “Developmental Characteristics of Reading” on page ELA 13.*

# ELA Content Standard B - Literature and Culture

# PAAP Rubric Level 1

*Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.*

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p><b>B1. Student can identify pictures of named events</b> from among a group of 2 or more pictures depicting varied events.</p> <p><b>B2. After an event is demonstrated/described, student can identify from two given options (one that is reasonable) what might happen next.</b></p> <p><b>B3. Student can identify from given options, an element from a story about a culture other than his/her own.</b></p> <p><b>B4. Given two sets of objects/pictures, student can identify which set is real/not real</b> (ex., cartoon animals/pictures of real animals).</p>	<p>Portfolio contains evidence that:</p> <p><b>B1. Student can put key events</b> from a simple story in correct sequence.</p> <p><b>B2. After a portion of a story is heard, viewed, or read, student can choose from two given options (one that is reasonable) what might happen next.</b></p> <p><b>B3. Student can identify one similarity or one difference between story elements</b> (e.g., plot, setting, character, conflict resolution) in two stories from different cultures.</p> <p><b>B4. Given an array of print materials, student can locate and identify</b> pictures of things that are real and pictures of things that are not real.</p>	<p>Portfolio contains evidence that:</p> <p><b>B1. Student can retell selected events from a story, using words or pictures.</b></p> <p><b>B2. After a portion of a story is heard, read, or viewed, student can make logical predictions about events to follow in the story, and, given two options for an ending (one plausible, one not), choose the one that makes sense.</b></p> <p><b>B3. Student can identify, at least one similarity and one difference between story elements</b> (e.g., plot, setting, character, conflict resolution) in two stories from different cultures.</p> <p><b>B4. After reading, hearing, or listening to two stories (one fiction, one non-fiction) student can distinguish between them.</b></p>	<p>Portfolio contains evidence that:</p> <p><b>B1. Student can retell a story using words or pictures, including the beginning, middle, and end in correct sequence.</b></p> <p><b>B2. After a portion of a story is heard, read, or viewed, student can make logical predictions about events to follow in the story or suggest a logical alternative ending.</b></p> <p><b>B3. Student can identify similarities and differences in story elements</b> (e.g., plot, setting, character, conflict resolution) in works from three cultures.</p> <p><b>B4. After reading, hearing, or listening to three stories, student can distinguish which are fiction and which are non-fiction.</b></p>	<p><b>Students will be able to:</b></p> <p><b>B1. Understand the basic plot of simple stories.</b></p> <p><b>B2. Draw logical conclusions about what will happen next or how things might have turned out differently in a story.</b></p> <p><b>B3. Identify differences and similarities in story elements</b> (e.g., plot, setting, characters, conflict resolution) in works from various cultures.</p> <p><b>B4. Distinguish between fiction and non-fiction.</b></p>

# ELA Content Standard B - Literature and Culture

# PAAP Rubric Level 2

*Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.*

Performance Level 1 <i>Reading Format Level 2 or above*</i>	Performance Level 2 <i>Reading Format Level 2 or above*</i>	Performance Level 3 <i>Reading Format Level 3 or above*</i>	Performance Level 4 <i>Reading Format Level 4*</i>	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains evidence that:</p> <p>B1. Student can <b>identify one aspect</b> of the <b>culture or geography</b> <b>pertinent to text</b> he/she reads, listens to, or views.</p> <p><b>B2. Student can identify the actions of a character in two literary pieces.</b></p> <p>B3. Student <b>looks</b> at and <b>listens</b> to speakers.</p> <p>B4. Student can <b>identify his/her thoughts</b> about literature heard, viewed, or read.</p> <p><b>B5. Student can identify one character</b> in a story.</p> <p>B6. Student can make <b>reasonable conclusions</b> about the <b>consequences</b> of one action of a character.</p> <p>B7. Student can <b>identify one character</b> or event from <b>a story</b> and <b>describe/demonstrate</b> how the character or event is like a person or event in his/her own life.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can <b>identify one aspect</b> of the <b>culture and one aspect</b> of the <b>geography pertinent to the texts</b> he/she reads, listens to, or views.</p> <p><b>B2. Student can relate actions of a character in two or more literary pieces to his/her own actions.</b></p> <p>B3. Student <b>listens</b> attentively to speakers and <b>responds</b> politely to them.</p> <p>B4. Student can <b>share his/her thoughts</b> about literature heard, viewed, or read with peers.</p> <p><b>B5. Student can identify two characters</b> in a story containing several characters.</p> <p>B6. Student can make <b>reasonable conclusions</b> about the <b>motives and consequences</b> of the actions of one character.</p> <p>B7. Student can <b>identify a character or event</b> from each of <b>two sources</b> and <b>describe/demonstrate</b> how they are like people or events in his/her own life.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can <b>identify</b> at two aspects of the <b>culture and two aspects</b> of the <b>geography pertinent to the texts</b> he/she reads, listens to, or views.</p> <p><b>B2. Student can relate actions of a character in two or more literary pieces to the actions of others.</b></p> <p>B3. Student <b>attends</b> to speakers by <b>listening</b> attentively, <b>responding</b> politely, <b>and asking</b> appropriate <b>questions or making</b> appropriate <b>comments</b>.</p> <p>B4. Student can <b>share his/her responses</b> to literature heard, viewed, or read, with peers, and <b>cite reasons for the responses</b>.</p> <p>B5. Student can <b>identify two important characters</b> from <b>two works written with Format Level 3 or above*</b>, and containing several characters.</p> <p>B6. Student can make <b>reasonable conclusions</b> about the <b>motives and consequences</b> of the actions of two characters, <b>and justify one</b> of his/her conclusions.</p> <p>B7. Student can <b>identify and describe/demonstrate how characters and situations</b> found in <b>two different types of materials</b> are like people or events in his/her own life, or in other works.</p>	<p>Portfolio contains evidence that:</p> <p>B1. Student can <b>identify multiple aspects</b> of the <b>culture and geography pertinent to the texts</b> he/she reads, listens to, or views.</p> <p>B2. Student can <b>use the actions of characters</b> in literary pieces to <b>demonstrate understanding and appreciation of the action of others</b>.</p> <p>B3. Student <b>attends</b> to speakers by <b>listening</b> attentively, <b>responding politely, asking</b> appropriate <b>questions and making</b> appropriate <b>comments</b>.</p> <p>B4. Student can <b>share his/her responses</b> to literature with peers, <b>cite reasons for responses</b>, and <b>make comparisons</b> to other reading or viewing, or to life experiences.</p> <p>B5. Student can <b>identify two important characters</b> in <b>three works</b> written at Format Level 4*, and containing several characters.</p> <p>B6. Student can <b>make and justify reasonable conclusions</b> about the <b>motives</b> of two characters <b>and the consequences</b> of their actions.</p> <p>B7. Student can <b>identify and describe/demonstrate how characters and situations</b> found in <b>three different types of materials</b> are like people or events in his/her own life or in other works.</p>	<p><b>Students will be able to:</b></p> <p><b>B1. Demonstrate awareness of the culture and geography pertinent to the texts they read.</b></p> <p><b>B2. Use literary pieces to better understand and appreciate the action of others.</b></p> <p><b>B3. Respond to speakers in a variety of ways (e.g., listening attentively, responding politely).</b></p> <p><b>B4. Share responses to quality literature with peers, citing reasons and making comparisons to other reading, or viewing, or to life experiences.</b></p> <p><b>B5. Identify important characters in quality works containing several characters.</b></p> <p><b>B6. Make and justify conclusions about the motives of characters and the consequences of their actions.</b></p> <p><b>B7. Identify and explain how characters and situations found in various materials are like people or events in their own lives or in other works.</b></p>

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# **ELA Content Standard B - Literature and Culture (*continued*)**

# **PAAP Rubric Level 2**

Performance Level 1 <i>Reading Format Level 2 or above*</i>	Performance Level 2 <i>Reading Format Level 2 or above*</i>	Performance Level 3 <i>Reading Format Level 3 or above*</i>	Performance Level 4 <i>Reading Format Level 4*</i>	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains information that:</p> <p>B8. Student can <b>identify dialogue</b> in text.</p> <p>B9. Student can <b>recognize basic elements of plot</b> (i.e., setting, characters, problem, climax, resolution) and recount events <b>or</b> important <b>details</b>, from material read, heard, or viewed.</p> <p>B10. Student can <b>apply effective strategies</b> (ex., prior knowledge, word identification, understanding of textual features, vocabulary development, context clues, characteristics of genre) <b>to read and interpret information</b> about <b>character, plot, and theme</b> from <b>two types of fiction</b> (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) written with characteristics of <b>Format Level 2 or above*</b>.</p> <p>B11. Student can <b>apply effective strategies</b> to the reading and use of <b>nonfiction</b> (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) written with characteristics of <b>Format Level 2 or above*</b>, in order to <b>gain facts</b>.</p> <p>B12. When presented with <b>two selections</b>, both with the <b>same</b> enduring <b>theme</b>, student can <b>identify</b> the <b>common theme</b>.</p>	<p>Portfolio contains information that:</p> <p>B8. Student can describe/demonstrate the <b>difference between dialogue and narrative</b>.</p> <p>B9. Student can <b>recognize basic elements of plot</b> (i.e., setting, characters, problem, climax, resolution) <b>and recount events, and important details</b> from material read, heard, or viewed.</p> <p>B10. Student can <b>apply effective strategies</b> (ex., prior knowledge, word identification, understanding of textual features, vocabulary development, context clues, characteristics of genre) <b>to read and interpret information</b> about <b>character, plot, theme, and dialogue</b> from <b>three types of fiction</b> (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) written with characteristics of <b>Format Level 2 or above*</b>.</p> <p>B11. Student can <b>apply effective strategies</b> to the reading and use of <b>nonfiction</b> (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) written with characteristics of <b>Format Level 2 or above*</b>, in order to <b>gain and organize facts</b> related to a topic.</p> <p>B12. When presented with <b>multiple selections reflecting two themes</b>, student can <b>identify the two themes</b>.</p>	<p>Portfolio contains information that:</p> <p>B8. Student can describe/demonstrate <b>how dialogue contributes</b> (ex., helps understand the character speaking) to a story or text.</p> <p>B9. Student can <b>recognize basic elements of plot</b> (i.e., setting, characters, problem, climax, resolution) <b>and recount events, important details and an idea</b> from material read, heard, or viewed.</p> <p>B10. Student can <b>apply effective strategies</b> (ex., prior knowledge, word identification, understanding of textual features, vocabulary development, context clues, characteristics of genre) <b>to read and interpret information</b> about character, plot, theme, and dialogue from <b>three types of fiction</b> (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) written with characteristics of <b>Format Level 3 or above*</b>.</p> <p>B11. Student can <b>apply effective strategies</b> to the reading and use of <b>nonfiction</b> (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) written with characteristics of <b>Format Level 3 or above*</b>.</p> <p>B12. Student can <b>identify enduring themes of literature</b> (e.g., themes of coming of age, love and duty, heroism, and appearance versus reality) in given materials.</p>	<p>Portfolio contains information that:</p> <p>B8. Student can describe/ demonstrate <b>how dialogue relates and contributes</b> (ex., helps understand the character speaking, helps to move the action along), to a story or text.</p> <p>B9. Student can <b>recognize basic elements of plot</b> (i.e., setting, characters, problem, climax, resolution) <b>and recount events, ideas, and important details</b> from material read, heard, or viewed.</p> <p>B10. Student can <b>apply effective strategies</b> (ex., prior knowledge, word identification, understanding of textual features, vocabulary development, context clues, characteristics of genre) <b>to read and interpret information</b> about character, plot, theme and dialogue from <b>four types of fiction</b> (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) written with characteristics of <b>Format Level 4*</b>.</p> <p>B11. Student can <b>apply effective strategies</b> to the reading and use of <b>nonfiction</b> (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) written with characteristics of <b>Format Level 4*</b>.</p> <p>B12. Student can <b>identify and explain enduring themes of literature</b> (e.g., themes of coming of age, love and duty, heroism, and appearance versus reality) from given materials.</p>	<p><b>Students will be able to:</b></p> <p><b>B8. Understand how dialogue relates and contributes to a story or text.</b></p> <p><b>B9. Recognize basic elements of plot and recount events, ideas, and important details from material read, heard, or viewed.</b></p> <p><b>B10. Apply effective strategies to the reading and interpretation of fiction (e.g., fantasies, fables, myths, mysteries, realistic and historical fiction, adventures, and humorous tales) that is appropriately complex in terms of character, plot, theme, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.</b></p> <p><b>B11. Apply effective strategies to the reading and use of nonfiction (e.g., reference sources, articles, histories, biographies, autobiographies, diaries, and letters) using texts with an appropriate complexity of content and sophistication of style.</b></p> <p><b>B12. Demonstrate understanding of enduring themes of literature (e.g., themes of coming of age, love and duty, heroism, and appearance versus reality).</b></p>

*\*See definitions of Format Levels in the “Developmental Characteristics of Reading” on page ELA 13.*

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**ELA Content Standard D – Informational Text****PAAP Rubric Level 1**

*Students will apply reading, listening, and viewing strategies to informational texts across all areas of the curriculum.*

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: D1. Given a <b>one step direction</b> , student will respond appropriately.	Portfolio contains evidence that: D1. Given a <b>multi-step direction</b> , student will respond appropriately.	Portfolio contains evidence that: D1. After reading, hearing, or viewing <b>expository information</b> , student will be able to <b>identify the main idea</b> .	Portfolio contains evidence that: D1. After reading, hearing, or viewing <b>expository information</b> , student will be able to <b>demonstrate understanding of the main idea</b> .	<b>Students will be able to:</b>  <b>D1. Understand the main idea of simple expository information.</b>



# ELA Content Standard D – Informational Text

# PAAP Rubric Level 2

*Students will apply reading, listening, and viewing strategies to informational texts across all areas of the curriculum.*

Performance Level 1 <i>Reading Format Level 2 or above*</i>	Performance Level 2 <i>Reading Format Level 2 or above*</i>	Performance Level 3 <i>Reading Format Level 3 or above*</i>	Performance Level 4 <i>Reading Format Level 4*</i>	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains evidence that:</p> <p>D1. Student can <b>identify</b> chapter and section <b>headings, topic sentences,</b> and <b>summary sentences.</b></p> <p>D2. Student can <b>use one</b> of the following <b>informational parts</b> of a text: index, table of contents, glossary, appendices, appropriately.</p> <p>D3. Student can <b>read</b> to <b>find facts.</b></p> <p>D4. Student is able to <b>give a list of key facts</b> from an informational text.</p> <p>D5. When presented with <b>two or more passages</b>, student can <b>identify</b> the <b>one intended to instruct.</b></p> <p>D6. Student can <b>pick out technical terms specific to a single topic</b> in given text (ex., blood/bones/heart in text on human body).</p> <p>D7. Student can <b>recognize when and how one new piece of information</b> in Level 2 text <b>connects</b> to his/her prior knowledge.</p>	<p>Portfolio contains evidence that:</p> <p>D1. Student can <b>identify</b> chapter and section <b>headings, topic sentences,</b> and <b>summary sentences,</b> and <b>use two</b> of them to find information.</p> <p>D2. Student can <b>use two</b> of the following <b>informational parts</b> of a text: index, table of contents, glossary, appendices, appropriately.</p> <p>D3. Student is able to <b>read</b> to <b>answer specific questions, form an opinion, or skim for information.</b></p> <p>D4. Student is able to <b>identify the main idea or concept</b> from an informational text.</p> <p>D5. When <b>presented with</b> three or more passages, student can <b>identify those intended to instruct and those intended to persuade.</b></p> <p>D6. Student can <b>pick out technical terms specific to two topics</b> from given text (ex., blood/bones/heart in text on human body systems).</p> <p>D7. Student can <b>recognize when and how two new pieces of information</b> in a Level 2 text <b>connect</b> to his/her prior knowledge.</p>	<p>Portfolio contains evidence that:</p> <p>D1. Student can <b>identify</b> chapter and section <b>headings, topic sentences,</b> and <b>summary sentences,</b> and <b>use all four</b> to find information.</p> <p>D2. Student can <b>use three</b> of the following <b>informational parts</b> of a text: index, table of contents, glossary, appendices, appropriately.</p> <p>D3. Student is able to <b>read for two of the purposes listed:</b> to answer specific questions, form an opinion, skim for information.</p> <p>D4. Student is able to <b>identify the main idea or concept and two details</b> from an informational text.</p> <p>D5. Given a <b>group of five passages,</b> some intended to instruct, some to persuade, student can <b>recognize the intent of each.</b></p> <p>D6. Student <b>demonstrates understanding of three technical terms</b> (ex., blood/bones/heart in text on human body) used in instructional and informational texts.</p> <p>D7. Student can <b>recognize when and how two new pieces of information</b> in a Level 3 text <b>connect</b> to his/her prior knowledge.</p>	<p>Portfolio contains evidence that:</p> <p>D1. Student can <b>use information contained in</b> chapter and section <b>headings, topic sentences,</b> and <b>summary sentences to construct the main ideas.</b></p> <p>D2. Student can <b>use four</b> of the following <b>informational parts</b> of a text: index, table of contents, glossary, appendices, appropriately.</p> <p>D3. Student is able to <b>read for each of the purposes listed:</b> to answer specific questions, form an opinion, skim for information.</p> <p>D4. Student is able to <b>summarize</b> informational texts by <b>identifying the main idea or concept and three supporting details.</b></p> <p>D5. Student can <b>recognize</b> when a text is <b>primarily intended to instruct or persuade.</b></p> <p>D6. Student <b>demonstrates understanding of four</b> common technical terms (ex., blood/bones/heart in text on human body) used in instructional and informational texts.</p> <p>D7. Student can <b>recognize when and how three</b> pieces of new information in Level 4 text <b>connect</b> to his/her prior knowledge.</p>	<p><b>Students will be able to:</b></p> <p><b>D1. Use information contained in chapter and section headings, topic sentences, and summary sentences to construct the main ideas.</b></p> <p><b>D2. Use various informational parts of a text (e.g., index, table of contents, glossary, appendices).</b></p> <p><b>D3. Read for a variety of purposes (e.g., to answer specific questions, to form an opinion, to skim for information).</b></p> <p><b>D4. Summarize informational texts (e.g., identify the main idea or concept and the supporting detail).</b></p> <p><b>D5. Recognize when a text is primarily intended to instruct or to persuade.</b></p> <p><b>D6. Understand common technical terms used in instructional and informational texts.</b></p> <p><b>D7. Recognize when and how new information in a text connects to prior knowledge.</b></p>

*\*See definitions of Format Levels in the “Developmental Characteristics of Reading” on page ELA 13.*



# ELA Content Standard F – Standard English Conventions

# PAAP Rubric Level 1

*Students will write and speak correctly, using conventions of standard written and spoken English.*

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Portfolio contains evidence that:</p> <p>F1. Student can <b>use signs, symbols, and/or gestures to communicate</b> a thought (ex., need, identification of object or person).</p> <p>F2. Student can <b>participate in meaningful communication</b> through <b>spoken words, gestures, symbols, and/or signs</b>.</p>	<p>Portfolio contains evidence that:</p> <p>F1. Student can <b>arrange pictures, symbols, words, etc., to communicate</b> a complete thought(s).</p> <p>F2. Student can <b>participate in meaningful communication</b> through <b>spoken words, gestures, symbols, signs, etc., which varies based on who is present</b>.</p>	<p>Portfolio contains evidence that:</p> <p>F1. Student can <b>use invented spelling</b> to write a sentence and <b>edit the sentence</b> to ensure that it makes sense, begins with a capital letter, and ends with a period or question mark, whichever is most appropriate.</p> <p><i>Note: Each piece should be edited for all the components listed.</i></p> <p>F2. Student appropriately <b>adapts language to setting or who</b> is present.</p>	<p>Portfolio contains evidence that:</p> <p>F1. Student can <b>edit work</b> he/she has written to ensure that it contains complete sentences, some pronouns and/or adjectives (when appropriate to the content of the writing), correct spelling of frequently used words from K-2 lists, capitalization at the beginning of a sentence and the beginning of proper nouns, and few errors in end stop punctuation (e.g., periods, question marks).</p> <p><i>Note: Each piece should be edited for all the components listed.</i></p> <p>F2. Student appropriately <b>adapts language to setting and who</b> is present.</p>	<p><b>Students will be able to:</b></p> <p><b>F1. Edit their own work for standard English spelling and usage, as evidenced by pieces that show and contain: complete sentences; initial understanding of the use of pronouns and adjectives; evidence of correct spelling of frequently used words; few significant errors in the capitalization of proper nouns and of the words that begin sentences; few significant errors in the use of end stop punctuation (e.g., periods, question marks).</b></p> <p><b>F2. Use oral language appropriate to the level of formality required.</b></p>

# ELA Content Standard F - Standard English Conventions

# PAAP Rubric Level 2

*Students will write and speak correctly, using conventions of standard written and spoken English.*

Performance Level 1 <i>Writing Format Level 2 or above*</i>	Performance Level 2 <i>Writing Format Level 2 or above*</i>	Performance Level 3 <i>Writing Format Level 3 or above*</i>	Performance Level 4 <i>Writing Format Level 4*</i>	<i>Learning Results</i> Performance Indicators
<p>Portfolio contains evidence that:</p> <p>F1. Student can <b>edit</b> written work for standard English spelling and usage, evidenced by pieces that show and contain:</p> <ul style="list-style-type: none"> <li>• few enough spelling errors in frequently used words so that there is no interference with understanding of the piece.</li> <li>• no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns.</li> <li>• no significant errors in the use of ending punctuation marks.</li> </ul> <p><i>Note: Each piece should be edited for all the components listed.</i></p> <p>F2. Student <b>uses</b> the <b>level of language required</b> in a given situation when the appropriate level of formality has been <b>previously rehearsed</b>.</p>	<p>Portfolio contains evidence that:</p> <p>F1. Student can <b>edit</b> written work for standard English spelling and usage, evidenced by pieces that show and contain:</p> <ul style="list-style-type: none"> <li>• few enough spelling errors In frequently used words so that there is no interference with understanding of the piece.</li> <li>• no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.</li> <li>• no significant errors in the use of ending punctuation marks and an understanding of how to use commas.</li> </ul> <p><i>Note: Each piece should be edited for all the components listed.</i></p> <p>F2. Student can <b>use</b> the <b>level of language required</b> in <b>two situations</b> where different levels of formality are appropriate, <b>with rehearsal</b>.</p>	<p>Portfolio contains evidence that:</p> <p>F1. Student can <b>edit</b> written work for standard English spelling and usage, evidenced by pieces that show and contain:</p> <ul style="list-style-type: none"> <li>• few significant errors in the spelling of frequently used words.</li> <li>• no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.</li> <li>• no significant errors in the use of ending punctuation marks and an understanding of how to use commas.</li> <li>• few significant errors in the use of pronouns and adjectives.</li> </ul> <p><i>Note: Each piece should be edited for all the components listed.</i></p> <p>F2. Student can <b>use</b> the <b>level of language required</b> in <b>two situations</b> where different levels of formality are appropriate, with <b>no rehearsal</b>.</p>	<p>Portfolio contains evidence that:</p> <p>F1. Student can <b>edit</b> written work for standard English spelling and usage, evidenced by pieces that show and contain:</p> <ul style="list-style-type: none"> <li>• few significant errors in the spelling of frequently used words.</li> <li>• no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles.</li> <li>• no significant errors in the use of ending punctuation marks and an understanding of how to use commas.</li> <li>• few significant errors in the use of pronouns and adjectives.</li> <li>• attention to the proper use of adverbial forms and conjunctions.</li> </ul> <p><i>Note: Each piece should be edited for all the components listed.</i></p> <p>F2. Student <b>uses</b> the <b>level of language formality required</b> in <b>three situations</b> where different levels of formality are appropriate, with <b>no rehearsal</b>.</p>	<p><b>Students will be able to:</b></p> <p><b>F1. Edit written work for standard English spelling and usage, evidenced by pieces that show and contain: few significant errors in the use of pronouns and adjectives; attention to the proper use of adverbial forms and conjunctions; few significant errors in the spelling of frequently used words; no significant errors in the capitalization of words that begin sentences and few significant errors in the capitalization of proper nouns and titles; no significant errors in the use of ending punctuation marks and an understanding of how to use commas.</b></p> <p><b>F2. Use the level of language formality required in a variety of speaking situations.</b></p>

*\*See definitions of Format Levels in the “Developmental Characteristics of Writing” on page ELA 14.*

# **ELA Content Standard G – Stylistic and Rhetorical Aspects of Writing and Speaking PAAP Rubric Level 1**

*Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.*

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
Portfolio contains evidence that: G1. Student can <b>put two</b> or more pictures, <b>symbols, or words in sequence</b> to tell a story, relate an event, or express an idea.	Portfolio contains evidence that: G1. Student can <b>dictate or write two or more sentences</b> that convey a <b>basic idea</b> .	Portfolio contains evidence that: G1. Student can <b>dictate or write stories or essays</b> that convey a <b>basic idea</b> with a <b>sensible sequence</b> .	Portfolio contains evidence that: G1. Student can <b>dictate or write stories or essays</b> that convey <b>basic ideas</b> , have <b>sequences that make sense</b> , and have a <b>beginning, middle and end</b> .	Students will be able to: <b>G1. Dictate or write stories or essays which convey basic ideas, have sequences that make sense, and show evidence of a beginning, middle, and ending.</b>

# **ELA Content Standard G – Stylistic and Rhetorical Aspects of Writing and Speaking PAAP Rubric Level 2**

*Students will use stylistic and rhetorical aspects of writing and speaking to explore ideas, to present lines of thought, to represent and reflect on human experience, and to communicate feelings, knowledge, and opinions.*

Performance Level 1 <i>Writing Format Level 2 or above*</i>	Performance Level 2 <i>Writing Format Level 2 or above*</i>	Performance Level 3 <i>Writing Format Level 3 or above*</i>	Performance Level 4 <i>Writing Format Level 4*</i>	<i>Learning Results</i> <b>Performance Indicators</b>
<p>Portfolio contains evidence that:</p> <p>G1. Student <b>uses descriptive language</b> in remarks <b>to describe</b> objects, people, events, etc.</p> <p>G2. <b>Pieces written</b> by the student contain <b>sentences</b> that are all connected to the same topic/idea.</p> <p>G3. <b>Written pieces or spoken remarks</b> communicate <b>one clear</b> central idea.</p> <p>G4. <b>Written pieces match one</b> intended <b>audience</b> or intended <b>purpose</b>.</p> <p>G5. Student can <b>identify three purposes</b> for <b>communications</b>.</p> <p>G6. Student can <b>demonstrate/identify two physical gestures</b> that he/she has seen speakers use <b>in presentations</b>.</p> <p>G7. Student <b>uses media or technological resources</b> to <b>communicate</b> a series of <b>connected ideas</b>.</p>	<p>Portfolio contains evidence that:</p> <p>G1. Student <b>uses descriptive language</b> in remarks <b>to clarify, enhance, or develop ideas</b>.</p> <p>G2. <b>Pieces written</b> by the student contain <b>sentences organized in logical sequence</b>.</p> <p>G3. <b>Written essays and/or spoken remarks</b> state or suggest a <b>central idea with one supporting detail</b>.</p> <p>G4. <b>Written pieces match two</b> intended <b>audiences</b> <u>or</u> intended <b>purposes</b>.</p> <p>G5. Student can <b>explain/demonstrate a purpose</b> for <b>spoken</b> communication.</p> <p>G6. Student <b>demonstrates understanding</b> of <b>how speakers use physical gestures and eye contact</b> in their presentations.</p> <p>G7. Student <b>uses either one form of media or a technological resource</b> to make a creative or expository <b>oral presentation</b>.</p>	<p>Portfolio contains evidence that:</p> <p>G1. Student <b>uses descriptive language</b> in written pieces or organized remarks <b>to describe objects, people, and events</b>.</p> <p>G2. <b>Pieces written</b> by the student have <b>two of the following</b>: 1) a definite <b>beginning</b> (introduction) 2) a definite <b>middle</b> (body) 3) a definite <b>ending</b> (conclusion).</p> <p>G3. <b>Written essays and/or spoken remarks</b> state or suggest a <b>central idea with two supporting details</b>.</p> <p>G4. <b>Written pieces match two</b> intended <b>audiences</b> <u>and</u> intended <b>purposes</b>.</p> <p>G5. Student can <b>explain/demonstrate two purposes</b> for <b>spoken</b> communication.</p> <p>G6. Student <b>demonstrates understanding</b> of <b>how speakers use physical gestures and eye contact</b>, and <b>attempts to use them</b> in his/her own presentations.</p> <p>G7. Student <b>uses one form of media and a technological resource</b> to make one or more creative or expository <b>oral presentations</b>.</p>	<p>Portfolio contains evidence that:</p> <p>G1. Student <b>uses descriptive language</b> in written pieces or organized remarks <b>to clarify, enhance, or develop ideas</b>.</p> <p>G2. <b>Pieces written</b> by the student <b>have</b> a definite <b>beginning</b> (introduction), <b>middle</b> (body), <u>and</u> <b>ending</b> (conclusion).</p> <p>G3. <b>Written essays and/or spoken remarks</b> clearly state or suggest a <b>central idea with three or more supporting details</b>.</p> <p>G4. <b>Written pieces match three</b> intended <b>audiences</b> and identifiable <b>purposes</b>.</p> <p>G5. Student can <b>explain/demonstrate three purposes</b> for <b>spoken</b> communication.</p> <p>G6. Student <b>demonstrates understanding</b> of <b>how speakers use physical gestures and eye contact</b>, and <b>regularly uses them</b> in his/her own presentations.</p> <p>G7. Student <b>uses two or more forms of media and two or more technological resources</b> to <b>make</b> creative and expository <b>oral presentations</b>.</p>	<p><b>Students will be able to:</b></p> <p><b>G1. Write pieces and make remarks that begin to use descriptive language that clarifies, enhances, and develops ideas.</b></p> <p><b>G2. Write stories (or other pieces) that show a definite beginning (introduction), middle (body), and ending (conclusion).</b></p> <p><b>G3. Write essays and make remarks that clearly state or suggest a central idea and provide supporting detail.</b></p> <p><b>G4. Write pieces that show awareness of a variety of intended audiences and identifiable purposes.</b></p> <p><b>G5. Explain the various purposes of spoken communication.</b></p> <p><b>G6. Explain how speakers use physical gestures and eye contact and use this knowledge in their own presentations.</b></p> <p><b>G7. Use a variety of media and technological resources to make creative and expository oral presentations.</b></p>

*\*See definitions of Format Levels in the “Developmental Characteristics of Writing” on page ELA 14.*

## Developmental Characteristics of Reading



### Format Level K

- clear, simple pictures
- consistent, predictable text, which is matched to the picture
- familiar content, related to life experiences (e.g., balls, animals, routines)
- print language is close match to oral language child uses



### Format Level 1

- pictures with more detail, but still related to text
- up to 3 simple sentences per page
- printed material of interest to student
- some books have dialogue and descriptive sentences



### Format Level 2

- less picture support, text moves to different places on book
- whole page of text appears – at least half the book
- sentences are more complex, including adjectives, adverbs, simple conjunctions, compound sentences
- text provides more information than pictures
- more reliance on decoding and context clues than picture clues



### Format Level 3

- texts with many lines of print
- books organized into chapters (including series books with shared characters, settings, and events)
- harder picture books
- wide variety of genres
- complex sentences, dialogues



### Format Level 4

- texts with many lines of print
- wide variety of long and short texts
- wide variety of genres with range of purposes
- complex sentences, dialogues

## Developmental Characteristics of Writing



### Format Level K

- aware that speech can be written down
- English organized from left to right
- print language is close match to oral language child uses
- combination of letters and words (semi-phonetic spellings with some sounds represented by letters) used as experiments in writing
- attempts familiar forms of writing (ex., lists, letters, stories)
- reads back own writing



### Format Level 1

- has a sense of sentence
- uses basic sentence structures
- uses invented spelling by writing the sounds heard in words, and often picks letters having those sounds in their names
- attempts use of punctuation and capitalization
- written thoughts may be random



### Format Level 2

- uses some variety of complete sentence structures
- uses combination of conventional spelling (words from K-2 lists) and invented spelling (common patterns are used to spell single syllable words (e.g., “quick” spelled “quice”))
- uses appropriate capitalization at beginning of sentence and for proper nouns
- generally uses appropriate end punctuation
- uses some adjectives
- writing conveys basic ideas
- related multiple sentences to single topic
- uses logical sequence (beginning, middle, and end)



### Format Level 3

- uses varied sentence structures
- uses conventional spelling with few errors in frequently used words
- makes no significant errors in capitalization of words at the beginning of sentences, and few significant errors in the capitalization of proper nouns and titles
- uses appropriate end punctuation, and commas in a list
- uses pronouns and adjectives
- begins to organize writing by paragraph
- uses varied test forms to suit purpose



### Format Level 4

- uses varied sentence structures
- uses conventional spelling with few errors in frequently used words
- makes no significant errors in capitalization of words at the beginning of sentences, and few significant errors in the capitalization of proper nouns and titles
- uses end punctuation and commas appropriately
- uses descriptive language to clarify, enhance, or develop ideas
- writes topic sentences and includes relevant information to develop a cohesive paragraph
- organizes paragraphs logically
- organizes pieces in a logical sequence with a beginning, middle, and end
- matches writing to purpose and audience
- uses adverbial forms and conjunctions appropriately



## ELA Content Standard A - Process of Reading

## PAAP Rubric Level 3

*Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.*

~~ NOTE: Level of text complexity must be equivalent with Maine *Learning Result's* grade span on which this PAAP Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	<i>Learning Results</i> Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in PAAP Rubric Level 3. The student displays limited understanding with judgments that appear superficial and emotional.</p> <p>The PAAP contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in PAAP Rubric Level 3. The student displays marginal understanding with judgments that are not well supported.</p> <p>The PAAP contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in PAAP Rubric Level 3.</p> <p>The PAAP contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in PAAP Rubric Level 3. The student displays thoughtful and plausible interpretations of text with judgments that are appropriately supported from text and personal experience.</p> <p>The PAAP contains evidence that the student has met the standards for the Process of Reading at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li><b>1. Formulate questions to be answered while reading.</b></li> <li><b>2. Reflect on what has been discovered and learned while reading, and formulate additional questions.</b></li> <li><b>3. Identify specific devices an author uses to involve readers.</b></li> <li><b>4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.</b></li> <li><b>5. Understand stories and expository texts from the perspective of the social and cultural context in which they were created.</b></li> <li><b>6. Identify accurately both the author's purpose and the author's point of view.</b></li> <li><b>7. Summarize whole texts by selecting and summarizing important and representative passages.</b></li> <li><b>8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).</b></li> <li><b>9. Explain orally and defend opinions formed while reading and viewing.</b></li> <li><b>10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.</b></li> <li><b>11. Generate and evaluate the notes they have taken from course-related reading, listening, and viewing.</b></li> </ol>



## ELA Content Standard A - Process of Reading

## PAAP Rubric Level 4

*Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.*

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this PAAP Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in PAAP Rubric Level 4. The student displays limited understanding with judgments that appear superficial and emotional.</p> <p>The PAAP contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in PAAP Rubric Level 4. The student displays marginal understanding with judgments that are not well supported.</p> <p>The PAAP contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the ability to use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in PAAP Rubric Level 4.</p> <p>The PAAP contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what is read, as described in PAAP Rubric Level 4. The student displays thoughtful and plausible interpretations of text with judgments that are appropriately supported from text and personal experience.</p> <p>The PAAP contains evidence that the student has met the standards for the Process of Reading at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li><b>1. Demonstrate an understanding that reading is a gradual process of constructing meaning and revising s.</b></li> <li><b>2. Demonstrate an understanding that a single text will elicit a wide variety of responses, each of which may be the point of view of the individual reader or listener.</b></li> <li><b>3. Identify the author's purpose and analyze the effects of that purpose on the text.</b></li> <li><b>4. Identify the author's point of view and analyze the effects of that point of view on the text.</b></li> <li><b>5. Identify the devices an author uses to persuade readers and critique the effectiveness of the use of those devices.</b></li> <li><b>6. Use the context of a work to determine the figurative, idiomatic, and technical meanings of terms.</b></li> <li><b>7. Use the context of a work to determine the meanings of abbreviations and acronyms.</b></li> </ol>

# ELA Content Standard B - Literature and Culture

# PAAP Rubric Level 3

*Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.*

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this PAAP Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for English Language Arts, Content Standard B, Literature and Culture, at PAAP Rubric Level 3.</p> <p>The PAAP contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the knowledge, skills and strategies related to Performance Indicators for English Language Arts, Content Standard B, Literature and Culture, at PAAP Rubric Level 3.</p> <p>The PAAP contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard B, Literature and Culture, at PAAP Rubric Level 3.</p> <p>The PAAP contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard B, Literature and Culture, at PAAP Rubric Level 3.</p> <p>The PAAP contains evidence that the student has met the standards for Literature and Culture at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li>1. Demonstrate an understanding that people respond to literature in different and individual ways.</li> <li>2. Identify specific interests and questions and pursue them by identifying pertinent literature and media.</li> <li>3. Identify the main and subordinate characters in literary works.</li> <li>4. Explain how the motives of characters or the causes of complex events in texts are similar to and distinct from those in their own experience.</li> <li>5. Demonstrate an understanding of lengthy, complex dialogues and how they relate to a story.</li> <li>6. Recognize the use of specific literary devices (e.g., foreshadowing, flashback, different time frames such as the future or the past).</li> <li>7. Recognize complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions).</li> <li>8. Apply effective strategies to the reading and interpretation of fiction (e.g., science fiction, myths, mysteries, realistic and historical fiction, poems, adventure stories, and humorous tales), using texts that are appropriately complex in terms of character, plot, theme, structure, and dialogue and appropriately sophisticated in style, point of view, and use of literary devices.</li> <li>9. Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.</li> <li>10. Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.</li> <li>11. Read literature and view films which illustrate distinct cultures in various types of works and formulate and defend opinions gathered from the experience.</li> <li>12. Identify the universality of themes and examine the connections among various expressive forms (e.g., films, fiction, drama) by drawing on their broad base of prior knowledge.</li> <li>13. Demonstrate understanding of enduring themes of literature by differentiating between main ideas and themes after they study story elements.</li> </ol>

# ELA Content Standard B - Literature and Culture

# PAAP Rubric Level 4

*Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.*

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this PAAP Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for English Language Arts, Content Standard B, Literature and Culture, at PAAP Rubric Level 4.</p> <p>The PAAP contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard B, Literature and Culture, at PAAP Rubric Level 4.</p> <p>The PAAP contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard B, Literature and Culture, at PAAP Rubric Level 4.</p> <p>The PAAP contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for English Language Arts, Content Standard B, Literature and Culture, at PAAP Rubric Level 4.</p> <p>The PAAP contains evidence that the student has met the standards for Literature and Culture at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li><b>Distinguish between the purpose of a literary work and the personal response of an individual reader.</b></li> <li><b>Identify the simple and complex actions and interactions involving main and subordinate characters in a work.</b></li> <li><b>Make abstract connections (e.g., connections about thoughts, ideas, values) between their own lives and the characters, events, and circumstances represented in various works.</b></li> <li><b>Demonstrate an understanding of the stylistic effect of dialogues on the style of a work.</b></li> <li><b>Identify and analyze the details and effects of complex literary devices on the overall quality of a work (e.g., foreshadowing, flashbacks, time frames in the future or past).</b></li> <li><b>Identify and analyze how complex elements of plot (e.g., setting, major events, problems, conflicts, resolutions) effect the overall quality of the work.</b></li> <li><b>Apply mature strategies to the reading and interpretation of lengthy adult level fiction (e.g., satires, parodies, plays, poems, novels) using texts that are complex in terms of character, plot, theme, structure, and dialogue and sophisticated in style, point of view, and use of literary devices.</b></li> <li><b>Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.</b></li> <li><b>Demonstrate an understanding of the defining features and structure of literary texts encountered at this level.</b></li> <li><b>Draw from a broad base of knowledge about literature of the United States and the world to examine and critique how print and visual texts explore the human experience and condition.</b></li> <li><b>Examine, evaluate, and elaborate on universal themes in literature, using reading and viewing to explain how themes are developed and achieved.</b></li> </ol>

**ELA Content Standard D – Informational Texts****PAAP Rubric Level 3**

***Students will apply reading, listening, and viewing strategies to informational texts across all areas of the curriculum.***

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this PAAP Rubric is based. ~~

<b>Performance Level 1</b>	<b>Performance Level 2</b>	<b>Performance Level 3</b>	<b>Performance Level 4</b>	<b><i>Learning Results</i> Performance Indicators</b>
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for English Language Arts, Content Standard D, Informational Texts, at PAAP Rubric Level 3.</p> <p>The PAAP contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the skills and strategies of Performance Indicators for English Language Arts, Content Standard D, Informational Texts, at PAAP Rubric Level 3.</p> <p>The PAAP contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge skills and strategies related to Performance Indicators for English Language Arts, Content Standard D, Informational Texts, at PAAP Rubric Level 3.</p> <p>The PAAP contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the skills and strategies related to Performance Indicators for English Language Arts, Content Standard D, Informational Texts, at PAAP Rubric Level 3.</p> <p>The PAAP contains evidence that the student has met the standards for Informational Texts at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"><li><b>1. Seek appropriate assistance when to comprehend challenging text.</b></li><li><b>2. Identify useful information organizing strategies.</b></li><li><b>3. Identify both the author's purpose and the author's point of view when reading expository information.</b></li><li><b>4. Identify different ways in which informational texts are organized.</b></li><li><b>5. Produce and support generalizations acquired from informational text.</b></li><li><b>6. Describe new knowledge presented in informational texts and how it can be used.</b></li><li><b>7. Identify common technical terms used in informational texts.</b></li><li><b>8. Use the various parts of a text (index, table of contents, glossary) to locate specific information.</b></li></ol>

**ELA Content Standard D – Informational Texts****PAAP Rubric Level 4**

*Students will apply reading, listening, and viewing strategies to informational texts across all areas of the curriculum.*

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this PAAP Rubric is based. ~~

<b>Performance Level 1</b>	<b>Performance Level 2</b>	<b>Performance Level 3</b>	<b>Performance Level 4</b>	<b>Learning Results Performance Indicators</b>
<p>Evidence indicates that the student is in the initial stages of development of Performance Indicators for English Language Arts, Content Standard D, Informational Texts, at PAAP Rubric Level 4.</p> <p>The PAAP contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic abilities in the use of the knowledge, skills and strategies of Performance Indicators for English Language Arts, Content Standard D, Informational Texts, at PAAP Rubric Level 4.</p> <p>The PAAP contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard D, Informational Texts, at PAAP Rubric Level 4.</p> <p>The PAAP contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has the ability to consistently use the knowledge, skills, and strategies related to Performance Indicators for English Language Arts, Content Standard D, Informational Texts, at PAAP Rubric Level 4.</p> <p>The PAAP contains evidence that the student has met the standards for Informational Texts at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"><li><b>1. Scan a passage to determine whether a text contains relevant information.</b></li><li><b>2. Distinguish between apparent fact and opinion in nonfiction texts.</b></li><li><b>3. Use discussions with peers as a way of understanding information.</b></li><li><b>4. Identify complex structures in informational texts and the relationships between the concepts and details in those structures using texts from various disciplines.</b></li><li><b>5. Analyze and synthesize the concepts and details in informational texts.</b></li><li><b>6. Explain how new information from a text changes personal knowledge.</b></li></ol>

# ELA Content Standard F - Standard English Conventions

# PAAP Rubric Level 3

*Students will write and speak correctly, using conventions of standard written and spoken English.*

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this PAAP Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of the skills and knowledge needed to write correctly using the conventions of standard English at PAAP Rubric Level 3.</p> <p>The PAAP contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic skills and knowledge needed to write correctly using the conventions of standard English at PAAP Rubric Level 3.</p> <p>The PAAP contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the skills and knowledge needed to write correctly using the conventions of standard English correctly at PAAP Rubric Level 3.</p> <p>The PAAP contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has developed the skills and knowledge needed to consistently write correctly using the conventions of standard English at PAAP Rubric Level 3.</p> <p>The PAAP contains evidence that the student has met the standards for Standard English Conventions at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li><b>Edit written work for standard English spelling and usage, evidenced by pieces that show and contain:</b> <ul style="list-style-type: none"> <li>no significant errors in the use of nouns, pronouns, and adjectives.</li> <li>few significant errors in the use of adjective forms (e.g., comparative, superlative), adverbial forms, prepositions, and prepositional phrases.</li> <li>attention to the proper use of conjunctions</li> <li>no significant errors in the spelling of common, frequently used words, and attention to the correct spelling of commonly misspelled words and less common words.</li> <li>no significant errors in the common conventions of capitalization (e.g., proper nouns, names, titles) and attention to the less common capitalization conventions (e.g., capitalizing the names of nationalities).</li> <li>no significant errors in the use of ending punctuation marks, few significant errors in the common uses of commas, and attention to the proper use of the colon, semicolon, hyphen, dash, apostrophe, and quotation marks.</li> <li>attention to the correct use of commonly confused terms (e.g., affect and effect).</li> <li>attention to the proper use of italics, marginal notes, and footnotes.</li> </ul> </li> <li><b>Demonstrate command of the conventions necessary to make a formal speech or presentation, effectively engaging peers and fielding responses.</b></li> </ol>



# ELA Content Standard F - Standard English Conventions

# PAAP Rubric Level 4

*Students will write and speak correctly, using conventions of standard written and spoken English.*

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this PAAP Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of the skills and knowledge needed to write correctly using the conventions of standard English at PAAP Rubric Level 4.</p> <p>The PAAP contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic skills and knowledge needed to write correctly using the conventions of standard English at PAAP Rubric Level 4.</p> <p>The PAAP contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the skills and knowledge needed to write correctly using the conventions of standard English correctly at PAAP Rubric Level 4.</p> <p>The PAAP contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has developed the skills and knowledge needed to consistently write correctly using the conventions of standard English at PAAP Rubric Level 4.</p> <p>The PAAP contains evidence that the student has met the standards for Standard English Conventions at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li><b>Edit written work for standard English spelling and usage, evidenced by pieces that show and contain:</b> <ul style="list-style-type: none"> <li>no significant errors in the use of pronouns, nouns, adjectival and adverbial forms.</li> <li>coordinating and subordinating conjunctions.</li> <li>no significant errors in spelling of frequently used words and the correct use of commonly confused terms.</li> <li>no significant errors in the common conventions of capitalization and ending punctuation marks and common uses of the comma.</li> <li>few significant errors in the spelling of commonly misspelled and rare words, the less common capitalization conventions, the colon, semicolon, hyphen, dash, apostrophe, quotation marks, italics, marginal notes, and footnotes.</li> </ul> </li> <li><b>Demonstrate how language usage may depend on the situation.</b></li> <li><b>Demonstrate command of the conventions involved in a formal speech, effectively engaging peers during presentation and fielding responses afterwards.</b></li> </ol>



# ELA Content Standard G - Stylistic Aspects of Writing

# PAAP Rubric Level 3

*Students will write and speak correctly, using conventions of standard written and spoken English.*

~~ Note: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this PAAP Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of the skills and knowledge needed to use stylistic aspects of writing to explore ideas, represent and reflect on human experience, and communicate feelings, knowledge, and opinions at PAAP Rubric Level 3. The student displays little or no topic/idea development, organization, and/or detail. Little awareness of audience and task is evident.</p> <p>The PAAP contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic skills and knowledge needed to use stylistic aspects of writing to explore ideas, represent and reflect on human experience, and communicate feelings, knowledge, and opinions at PAAP Rubric Level 3. The student displays some topic/idea development and organization with some supporting details and simplistic language.</p> <p>The PAAP contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the skills and knowledge needed to use stylistic aspects of writing to explore ideas, represent and reflect on human experience, and communicate feelings, knowledge, and opinions at PAAP Rubric Level 3. The student displays partial topic/idea development, organization, detail, and use of language.</p> <p>The PAAP contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has developed the skills and knowledge needed to consistently use stylistic aspects of writing to explore ideas, represent and reflect on human experience, and communicate feelings, knowledge, and opinions at PAAP Rubric Level 3. The student displays sufficient topic/idea development and organization, with appropriate details and use of language.</p> <p>The PAAP contains evidence that the student has met the standards for Stylistic Aspects of Writing at this Rubric Level and is ready to transition to the next Rubric Level for this Content Standard.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li><b>1. Write stories with an identifiable beginning, middle, and ending.</b></li> <li><b>2. Write stories that include major events, develop settings, and deal with problems and solutions.</b></li> <li><b>3. Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.</b></li> <li><b>4. Write essays and deliver oral presentations which identify a clear topic and reliably support that topic.</b></li> <li><b>5. Write for both public and private audiences.</b></li> <li><b>6. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).</b></li> <li><b>7. Write pieces and make remarks that use descriptive language to clarify, enhance, and develop ideas.</b></li> <li><b>8. Write pieces and deliver oral presentations that include a variety of sentence structures appropriate to the purpose.</b></li> <li><b>9. Write pieces that use a variety of transitional devices (i.e., phrases, sentences, paragraph).</b></li> <li><b>10. Deliver oral presentations that use a variety of strategies of address (eye contact, hand gestures, modulations, changes of rhythm).</b></li> </ol>

# ELA Content Standard G - Stylistic Aspects of Writing

# PAAP Rubric Level 4

*Students will write and speak correctly, using conventions of standard written and spoken English.*

~~ NOTE: Level of text complexity must be equivalent with the Maine Learning Result's grade span on which this PAAP Rubric is based. ~~

Performance Level 1	Performance Level 2	Performance Level 3	Performance Level 4	Learning Results Performance Indicators
<p>Evidence indicates that the student is in the initial stages of development of the skills and knowledge needed to use stylistic aspects of writing to explore ideas, represent and reflect on human experience, and communicate feelings, knowledge, and opinions at PAAP Rubric Level 3. The student displays little or no topic/idea development, organization, and/or detail. Little awareness of audience and task is evident.</p> <p>The PAAP contains evidence of limited progress toward the development of rudimentary components related to this Content Standard.</p>	<p>Evidence indicates that the student has developed basic skills and knowledge needed to use stylistic aspects of writing to explore ideas, represent and reflect on human experience, and communicate feelings, knowledge, and opinions at PAAP Rubric Level 3. The student displays some topic/idea development and organization with some supporting details and simplistic language.</p> <p>The PAAP contains evidence that there are some misconceptions, inconsistencies, and/or vague understandings related to this Content Standard.</p>	<p>Evidence indicates that the student has partially developed the skills and knowledge needed to use stylistic aspects of writing to explore ideas, represent and reflect on human experience, and communicate feelings, knowledge, and opinions at PAAP Rubric Level 3. The student displays partial topic/idea development, organization, detail, and use of language.</p> <p>The PAAP contains evidence that the student is progressing toward, but still has some gaps in knowledge or skills and/or inconsistently applies strategies related to this Content Standard.</p>	<p>Evidence indicates that the student has developed the skills and knowledge needed to consistently use stylistic aspects of writing to explore ideas, represent and reflect on human experience, and communicate feelings, knowledge, and opinions at PAAP Rubric Level 3. The student displays sufficient topic/idea development and organization, with appropriate details and use of language.</p> <p>The PAAP contains evidence that the student has met the standards for Stylistic Aspects of Writing at this Rubric Level.</p>	<p><i>Students will be able to:</i></p> <ol style="list-style-type: none"> <li><b>1. Write stories that effectively develop such elements as setting, major events, problems and solutions.</b></li> <li><b>2. Write pieces and deliver oral presentations that effectively use descriptive language to clarify, enhance, and develop ideas.</b></li> <li><b>3. Write pieces and deliver oral presentations that include a variety of sentence structures and lengths.</b></li> <li><b>4. Write pieces and deliver oral presentations that are targeted for various audiences (e.g., informed or uninformed, sympathetic or hostile).</b></li> <li><b>5. Write pieces and deliver oral presentations that achieve distinct purposes (e.g., to persuade, evaluate, analyze, defend).</b></li> <li><b>6. Write pieces and deliver oral presentations that effectively employ explicit transitional devices in order to change a situation or to move the reader/listener through the piece.</b></li> <li><b>7. Write pieces and deliver oral presentations in which the organization of the work follows from the purpose.</b></li> <li><b>8. Write pieces and deliver oral presentations in a personal style, with a discernible voice and effective wording.</b></li> <li><b>9. Write essays and deliver oral presentations that reliably support and provide details for the explicitly stated generalizations.</b></li> <li><b>10. Make effective use of a variety of techniques to provide supporting detail (e.g., analogies, anecdotes, illustrations, detailed descriptions, restatements, paraphrases, examples, comparisons) in written work and oral presentations.</b></li> <li><b>11. Make effective use of a variety of techniques for introducing and representing ideas and insights in written work and oral presentations.</b></li> </ol>

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